

Challenge Grant II Program Evaluation Survey

This survey will become part of your county's Challenge II contract with the Board of Corrections. For purposes of this survey:

- “Program” refers to a defined set of interventions that will be given to a specified research sample in order to evaluate well-stated hypotheses.
- “Research Design” refers to the procedures you will use to test the stated hypotheses for your Program. In some instances you will have more than one Research Design for a Program, in which case a separate survey must be completed for each Research Design.
- “Project” refers to all the work that you propose to do with Challenge Grant II. For example, if you have two Programs and two Research Designs for each Program, the entire effort would constitute your Project (and you would complete four surveys).

To simplify the task of completing this survey, we refer you to several sources; 1) the initial Research Design Summary Form, 2) your Program’s responses to the technical compliance issues identified during the grant review, and 3) the Request for Additional Information form distributed at the Challenge II Evaluators Meeting on June 23, 1999. If no additional information was requested of a particular item on the Research Design Summary Form, enter the original text into the appropriate space below. If more information was requested, provide a more complete response. In either case, please provide the additional information requested by any follow-up question.

FOCUS (Unit of Analysis=Family)

1.	County: Stanislaus	
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1c.	Principal Data Collector: Not Available	Phone:
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2. **Program Name:** Current Challenge Grant participants have found it useful to pick a name that helps them to create a Program identity (two examples are the “IDEA” Program and the “Home Run” Program). Indicate the title you will be using to refer to your Program.

FOCUS (Family Oriented Community Utilization System).

3. **Treatment Interventions:** Describe the components of the Program that you will be evaluating. Another way of saying this is, “Describe how the ‘treatment’ juveniles (those in the Program) will be treated differently than the comparison juveniles (e.g., more intensive supervision, more thorough assessment, a wider range of services, more aggressive case management, better aftercare, etc.).”

FOCUS will provide children of probationers that currently receive no services, a range of elements including assessment of need; coordinated family case management; linkage to substance abuse, mental health and family counseling; support for school attendance, achievement, and behavior; use of strength based family decision process; avoidance of out of home placement; social and recreation activities; and in-community support.

The adult/parent probationers form a part of the target population for FOCUS program interventions and will receive services, particularly those intended to help reduce risk factors for their children.

Comparison juveniles will receive no interventions or services.

3(a). The table below contains an exhaustive list of interventions that might be part of your Program. Use the appropriate number to distinguish the recipients, if any, of each of these interventions. If a particular intervention will not be part of your Program, please write a "0" in the box.

"1" - Treatment group only

"2" - Both groups with differences in specific intervention

"3" = Both groups with no differences in specific intervention

"4" = Comparison Group Only

1	Multi-disciplinary assessment to identify needs/plan interventions	1	Single point of entry/one-stop service center
0	Day Reporting Center	1	Multidisciplinary case management
0	Community Resource/Service Center	0	Restorative Justice Program
0	Neighborhood based prevention activities	0	Victim mediation/restoration
0	Teen Court	0	Institutional commitment
0	Neighborhood Accountability Boards	0	Transitional care
0	Victim advocacy	0	Voice tracking
0	On-site school	1	Community-oriented problem solving
0	Homework assistance	0	Reconciliation
0	Language proficiency development	0	Rigorous academic program
0	Monitor truancy through contact with schools	0	Tutoring
0	Probation officers on site: Prevention	0	ESL instruction
0	Probation officers on site: Intervention	0	Educational incentives
0	Social skills development	0	Mentoring
0	Life skills counseling	0	Life skills training
0	Youth leadership development	0	Swift and certain response
0	Parenting training - for youth	0	Emancipation skills training
1	Mental health counseling	0	Parenting training - for parents of youth
1	Family counseling	0	Sexual abuse counseling
1	Family counseling with involvement of extended family	0	Parenting counseling
1	Family conferencing	0	Parental prosecution
1	Family re-unification	1	Create multi-family support groups
1	Respite care	2	CPS referral
0	Family mentors	0	Medical services
0	Peer counseling	0	Physical therapy
0	Health education	1	Conflict resolution services
1	Conflict resolution training	1	Financial support
0	Anger management	0	Residential care

1	Finance management training	0	Clothing
1	Housing and food	2	Use of probation volunteers
1	Expedited case assignment and management	0	Vocational counseling
0	Community based restorative justice	0	Employment
1	Vocational training	0	Community service - paid
1	Job placement	0	Community service - unpaid
2	Pay restitution	1	Transportation
1	Intensive probation supervision	0	Behavioral contract
4	Probation supervision, not intensive	0	Speech therapy
1	Recreation activities	1	Outreach workers
0	After school programs		Other (Specify):
3	Crisis intervention		Other (Specify):
	Electronic monitoring		Other (Specify):
1	Alcohol abuse counseling and support		Other (Specify):
1	Substance abuse counseling and support		Other (Specify):
1	Increase PO contact with other community agencies serving the family/youth (e.g., schools, mental health)		Other (Specify):

4. **Research Design:** Describe the Research Design that you will be using. Issues to be addressed here include the name of the design (e.g., true experimental design), the use of random assignment, and any special features that you will include in the design (e.g., the type of comparison group you will use for quasi-experimental designs).

The research design of the FOCUS program is a true experimental design with random assignment of participants.

- 4a. Check (✓) the statement below that best describes your Research Design. If you find that you need to check more than one statement (e.g., True experimental and Quasi-experimental), you are using more than one Research Design and will need to complete a separate copy of the survey for the other design(s). Also, check the statements that describe the comparisons you will be making as part of your Research Design.

Research Design (Check One)	
/	True experimental with random assignment to treatment and comparison groups
	Quasi-experimental with matched contemporaneous groups (treatment and comparison)
	Quasi-experimental with matched historical group
	Other (Specify)
Comparisons (Check all that apply)	
	Post-Program, Single Assessment
	Post-Program, Repeated Assessments (e.g., 6 and 12 months after program separation)
/	Pre-Post Assessment with Single Post-Program Assessment
	Pre-Post Assessment with Repeated Post-Program Assessments (e.g., 6 and 12 months after program separation)
	Other (Specify)

- 4b. If you are using a historical comparison group, describe how you will control for period and cohort effects.

Not Applicable

5. **Cost/Benefit Analysis:** Indicate by checking “yes” or “no” whether or not you will be conducting a Program cost/benefit analysis that includes at least: a) the cost per juvenile of providing the interventions to the treatment and comparison groups; b) the cost savings to your county represented by the effectiveness of the treatment interventions; and, c) your assessment of the program’s future (e.g., it will continue as is, be changed significantly, be dropped) given the results of the cost/benefit analysis.

Cost/Benefit Analysis		
Yes	/	No

- 5a. If you will perform a cost/benefit analysis, describe how that analysis will be performed.

Not Applicable.

6. **Target Population:** This refers to the criteria that treatment and comparison subjects must meet in order to be able to participate in the research. Target criteria might include age, gender, risk level, legal history, wardship status, geographical area of residence, etc.

Please provide a detailed description of the criteria you will be using and how you will measure those criteria to determine eligibility (e.g., school failure as measured by suspensions/expulsions or by low grade point average)

The FOCUS program target population includes adult probationers that are eligible to receive ‘monitor’ supervision services and their children up to age 18.

The ‘monitor’ criteria are based upon the Probation Department’s current risk assessment tool that determines supervision level for adult probationers. The ‘monitor’ criteria include probationers with felony convictions for property and drug offenses and exclude probationers with convictions for violence, extreme drug use or extreme mental health issues.

- 6a. Describe any standardized instruments or procedures that will be used to determine eligibility for Program participation, and the eligibility criteria associated with each (e.g., “high risk” as measured by the XYZ risk assessment instrument, a score of "X" on the CASI, etc.).

To select FOCUS participants, the risk assessment instrument establishing their supervision level will be administered to all cases coming into the Probation Department. Of those cases that meet the ‘monitor’ caseload criteria, have a child under age 18 years and agree to become a part of the research project; one half will be referred to the FOCUS program and one half will remain on the ‘monitor’ caseload as a control case receiving no services.

7. **Sample Size:** This refers to the number of juveniles who will participate in the treatment and comparison samples during the entire course of the research. Of course, in any applied research program, subjects drop out for various reasons (e.g., moving out of the county, failure to complete the program, etc). In addition, there will probably be juveniles who participate in the Program you will be researching and not be part of the research sample (e.g., they may not meet one or more of the criteria for participation in the research, or they may enter into the Program too late for you to conduct the mandatory minimum of six months follow up of the juvenile after Program completion). **Using the table below,** indicate the number of juveniles who will complete the treatment interventions or comparison group interventions, plus the minimum six months follow up period. This also will be the number of subjects that you will be including in your statistical hypothesis testing to evaluate the Program outcomes. Provide a breakdown of the sample sizes for each of the three Program years, as well as the total Program. Under **Unit of Analysis**, check the box that best describes the unit of analysis you will be using in your design.

Sample Sizes (Write the expected number in each group)			
Program Year	Treatment Group		Comparison Group
First Year	150		150
Second Year	135		135
Third Year	0		0
Total	285		285
Unit of Analysis (Check one)			
<input type="checkbox"/>	Individual Youth	/	Family
<input type="checkbox"/>	School		Geographic Area (e.g., neighborhood)
<input type="checkbox"/>	Other		Other:

8. **Key Dates:**

- “Program Operational” is the date that the first treatment subject will start in the Program.
- “Final Treatment Completion” is the date when the last treatment subject in the research sample will finish the interventions that constitute the Program (and before the start of the follow up period).
- “Final Follow Up Data” is the date when the last follow-up data will be gathered on a research subject (e.g., six months after the last subject completes the treatment interventions or whenever these data will become available).

Program Operational Date: Month 5, Day 1– Nov. 1,1999

Final Treatment Completion Date: Month 21, last day – March 31,2001

Final Data Gathering Date: Month 36, last day-June 30, 2002

9. **Matching Criteria:** Whether or not you are using a true experimental design, please indicate the variables that you will be tracking to assess comparability between the groups. Matching criteria might include: age, gender, ethnicity, socioeconomic status, criminal history, parental criminal history, etc.

Criteria used to assess the comparability of the treatment and comparison groups include age (youth and adults), gender, ethnicity, offense for which adult on probation, # children in the family.

9a. After each characteristic listed above, describe how it will be measured.

Age – FOCUS team case files, assessment tools

Gender - FOCUS team case files

Ethnicity - FOCUS team case files

Offense – Probation case files

Number of children – FOCUS team case files

9b. Which of these characteristics, if unequally distributed between the treatment and comparison groups, would complicate or confound the tests of your hypotheses? How will you manage that problem?

None would necessarily confound the test of the hypotheses, especially in the early stages of the research. Sometimes random assignment of subjects takes a period of time for groups to exhibit the comparability implicit in random assignment. But if this should occur after 200 families were in the study, we would investigate the source of the discrepancies and if adjustments need to be made, these would be implemented.

9c. If you are using an historical comparison group, describe how you will ensure comparability (in terms of target population and matching characteristics) between the groups.

Not applicable

10. **Comparison Group:** The intent here is to document the kind of comparison group you will using. If you are using a true experimental design, the comparison group will be randomly selected from the same subject pool as the treatment subjects - in that case enter "true experimental design" in the space below. However, for quasi-experimental designs, the comparison group might come from a number of different sources such as: matched schools, matched geographical areas, other matched counties, a matched historical group, etc.

Please identify the source of your comparison group.

True experimental design

11. **Assessment Process:** The intent here is to summarize the assessment process that will determine the nature of the interventions that the juveniles in the treatment group will receive. For example, psychological testing, multi-agency and/or multi-disciplinary assessments, etc.

FOCUS will use a locally-developed family functioning survey, a locally-developed juvenile risk and resiliency questionnaire, and individual assessments administered by local service providers to determine appropriate interventions for the family.

- 11a. Describe any standardized assessment instruments that will be administered to all treatment group subjects for the purposes of identifying appropriate interventions.

See above

- 11b. Identify, which assessment instruments, if any, will also be administered to comparison group subjects.

None planned

12. **Treatment Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which treatment subjects will be chosen. This process might include referral by a judge, referral by a school official, referral by a law enforcement officer, administration of a risk assessment instrument, etc.

Eligibility for juveniles is determined by a parent on adult probation whose risk classification places them on a "monitor" caseload.

13. **Comparison Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which comparison subjects will be chosen. For true experimental designs, this process will be the same as for treatment subjects.

Same as above

- 13a. If procedures for determining the eligibility of participants for the Comparison Group differ from those described in 12, please describe them. If different procedures are used, how will you ensure comparability of the two groups on critical characteristics?

Variable	Score/Scale	Additional Information	Significance Test
Conflicts	# conflicts	PO/family surveys - Pre/Post Both Groups	Chi-square
Activities together	High/medium/low	Parent survey - Pre/Post Both Groups	Chi-square
Cleanliness of house	High/medium/low	PO observations - Pre/Post Both Groups	Chi-square
Communication	High/medium/low	PO/family surveys - Pre/Post Both Groups	Chi-square
Adult-child relationship(s)	Improve/no	PO/family surveys - Pre/Post Both Groups	Chi-square
Child-child relationship(s)	Improve/no	PO/family surveys - Pre/Post Both Groups	Chi-square
Food in the Home	Yes/no	PO observations - Pre/Post Both Groups	Chi-square

14. **Outcome Variables:** In the table above, list some of the most important outcome variables that you are hypothesizing will be positively affected by your Program. Possibilities include grade point average, truancy, arrest rate, successful completion of probation, petitions sustained, alcohol and drug problems, risk classification, etc.
15. **Score/Scale:** To "measure" the effects produced by your Program, you must put the variable in question on some sort of measuring scale (e.g., a test score, a count of occurrences, a rating scale, a change score indicating education achievement progress). For each variable for which you are making a hypothesis, indicate in the table above the measurement that you will be statistically analyzing when you test your hypothesis.
16. **Additional Information:** To explain more fully how you intend to test your hypothesis, you might find it helpful to supply additional information. For example, you might intend to partition the data by gender or make differential hypotheses for different age ranges. Supplying "additional information" is optional; but if there is some aspect of the hypotheses testing that is important for us to know about, please supply it in this section in the table above.
- 16a. For each outcome variable that will not be measured by a standardized assessment procedure, describe the procedures that will be used. For instance, if your county has developed a risk-assessment tool that you will be using to measure change; please describe how it works.
- Family functioning – may use results-mapping (from Barry Kibel, Case Studies as Hard Data) to quantify family functioning. Case histories of program interventions are quantified to provide scores.
17. **Significance Test:** In order for a statistical procedure to be the appropriate test of a particular hypothesis, certain assumptions must be met. It is critical at the outset of a research design to make sure that the measuring devices, measuring scales, samples, and methodology produce the kind of data that fit the requirements of the intended statistical procedure. In this section in the table above, please list your choice for the testing of your hypothesis, given the research design you have chosen, the measurement you will use, and the data you will be collecting.

- 14a. The table below contains an exhaustive list of the outcomes for which hypotheses have been developed by different Challenge II Programs. In the column to the left, check (✓) those outcomes that will be evaluated as part of your research design. For each such item, check the boxes to the right if you will also be collecting data for this variable for the period preceding program entry (Pre-Program) and/or for the period during program participation (During Program).

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
	Risk Factors		
	Time to Complete Risk Assessment		
	Arrest/Referral (any)		
	# of Arrests/Referrals		
	Type(s) of Arrest(s)/Referral(s)		
	Petitions Filed (any)		
	Sustained Petitions (any)		
	# of Sustained Petitions		
	Type(s) of Sustained Petition(s)		
	Adult Convictions (any)		
	# of Adult Convictions		
	Type(s) of Adult Convictions		
	Institutional Commitment (any)		
	# of Institutional Commitments		
	Commitment Time		
	Completion of Institutional Commitment		
	Restitution Ordered		
	Restitution Amount		
	Restitution Paid		
	Amount of Restitution Paid		
	Court-Ordered Work		
	Court-Ordered Work Hours		
	Court-Ordered Work Completed		
	# of Court-Ordered Work Hours Completed		
	Court-Ordered Community Service		
	Court-Ordered Community Service Hours		
	Court-Ordered Community Service Completed		
	# of Court-Ordered Community Service Hours Completed		
	Education-Enrollment Status		
	Education-Grade Level		
	Education-Credits Earned		
	Education-Grade Point Average		
	Education-Expulsions		
	Education-Suspensions		
	Gang Involvement		
	Alcohol Use		
	Drug Use		
	Runaway		
	Wardship Status		
	Informal Probation Status		
X	Contacts with Probation Officer	X	X
X	Family Functioning	X	X
	Self Esteem		
X	Use of Community Services	X	X

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
	Self-Protective/Avoidance Behavior		
X	Client Satisfaction		X
	Family Attitudes		
	Social Skills		
	Pregnancy/Child Birth Rate		
	Perceived Control Over Life		
	Community Attachment – Sense of Membership		
	Time to Initiate Supervision		
X	Referrals to Community Agencies	X	X
X	Other (Specify): Family Conflicts	X	X
X	Other (Specify): Family Activities	X	X
X	Other (Specify): Communication within Family	X	X
X	Other (Specify): Adult-Child Relationships	X	X
X	Other (Specify): Cleanliness of Home	X	X
X	Other (Specify): Food in Home	X	X
X	Other (Specify): Child-Child Relationships	X	X

The following questions are supplemental to the Research Design Summary Form and will help us understand how you intend to manage data collected for this project.

18. What additional background information (if any) will be collected for the participants (both treatment and comparison)? For instance, will you gather information about family criminal background, drug involvement, parent attitudes, etc. If so, what will be collected and how?

Family criminal background from extracts of adult and juvenile records, if available
Drug involvement – FOCUS team and probation files and interviews

19. How will the process evaluation be performed? What components will be addressed and how will they be measured (e.g., services available and frequency of use of those services by each participant)? What is the timeframe for gathering process-related information? What recording mechanisms will be used? If descriptive or statistical analyses will be performed, please describe what they will be.

The process evaluation will use a number of data sources including the Common Data Elements, case file information, interviews and focus groups. Interviews with key county, Juvenile Justice Coordinating Council, probation staff and members of the FOCUS team will provide the context and linkages of the FOCUS research program. Data from the Common Data Elements, case files, and surveys will examine the eligibility of participants and specific interventions provided and their use by clients.

Process-related information will be collected throughout the course of the study. They will be contained in data files, field notes taken by the research staff, reports and memos. Frequencies and cross tabulations will be used to display characteristics of the populations and the interventions provided. Simple statistical analyses may be used as appropriate.

20. Describe how you will document services received by the treatment and comparison group members. Examples are: how many family counseling sessions did the family attend, how intense (and by what measure) was the drug treatment, did the subject complete the interventions, etc.?

On a monthly basis, service providers will be asked to provide data on who has received treatment, for what duration, and who has completed the intervention. A form will be developed for this data.

21. What will be the criteria for completion of the program? For instance, will the Program run for a specified amount of time irrespective of participants' growth or lack thereof? If so, how long? Alternatively, will completion be determined by the participants' having achieved a particular outcome? If so, what will that outcome(s) be and how will it be measured? Examples are decreased risk as measured by a particular instrument, improved academic performance, etc.

The program for each family will be of nine months duration.

22. If Program completion will be linked to probation terms, how will you record those terms and identify adequate completion? Examples include paying restitution, completing a work program, performing community service, etc.

Not applicable

23. On what basis will a subject be terminated from the Program and be deemed to have failed to complete the Program?

Relocation of entire family to outside the county during the 9 month program period. Other criteria, if any, will be identified by January 1, 2000.